

Common Core All-Subject Writing Rubric

Writing Type(circle one):					
	Argumentative	Informative/Explanatory	Narrative (ELA only)		
	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 2 points	Total Points Earned
CONTENT X4	Excellent The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	Good The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the <u>development may be uneven</u> . Information is relevant. Most elements of the prompt are addressed.	Fair The writing has a vague central idea; <u>there are shifts in focus or digressions</u> . Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	Poor The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4 _____
ORGANIZATION	Excellent There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	Good There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	Fair There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	Poor There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	_____
SPELLING & GRAMMAR (Conventions)	Excellent The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	Good The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	Fair The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	Poor The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	_____
Teacher Feedback:				Total Points Earned	_____
				Score	_____

Student/Peer Reflection:

The Short Guide to CCSS reflected in this rubric:

WRITING *Text Types and Purposes*: 1. Write arguments to support claims in an analysis, using valid reasoning, and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and info clearly and accurately through the effective selection, organization, and analysis of content. 3. (ELA only) Write narratives using effective technique, well-chosen details, and well-structured event sequences. *Production and Distribution of Writing*: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LANGUAGE *Conventions of Standard English*: 1. Demonstrate command of the conventions of standard English when speaking or writing. 2. Demonstrate control of the conventions of standard English capitalization, punctuation, and spelling when writing.

Please refer to the Common Core standards document for complete versions of all standards. (corestandards.org)